



TO A DEAF GIRL.

A girlish presence through the twilight flitting,
A fair face lifted to the sunset glow;
Deep, earnest eyes, the light of love emitting,
And soft hair rippling down a neck of snow.

Hair, bright and golden as the sky above her,
A brow, the mirror of a soul serene;

A nameless beauty winning all to love her,
A nameless sweetness in her look and mien.

Shut in from all the world's discordant noises,
She dwells in silence, feeling God more near,

And hears the music of angelic voices,
His loving purpose in her life make clear.

A brave young life, undimmed by sad re-
pinning,

But rich in gifts of self-forgetting love;
God's aureola round her forehead shining,
His benediction waiting her above.

—Celia Burleigh.

A Deaf-Mute Artist's Romance.

From the California Weekly News.

Isabella de Cistue, the subject of this sketch, was born in Saragossa some thirty years ago, of purely Castilian parents. Her father was Colonel Cistue, one of the sons of Baron de la Menglena, who belonged to one of the most aristocratic families of Spain; and her grandmother held the high position of a lady of honor to the beautiful and powerful Queen Maria Louisa, so fondly remembered by the Spaniards. She was also a cousin by marriage to the ex-Queen Isabella, two of her cousins having married the two brothers of that royal personage. Senorita De Cistue was sent at an early age to the College of Loretto, in Madrid, where she received a finished and brilliant education, graduating before she was 16 years of age, becoming

PROFICIENT IN THREE LANGUAGES

and a thorough mistress of the piano, harp and guitar. When Isabella was but a girl five years old, she met a child of her own age who was deaf, but who was well learned in the deaf-mute language. The two children formed a strong attachment for each other, and Isabella begged that she might be taught to converse with her little friend. About this time her eldest brother came home from college on a long vacation, bringing with him a friend of his, a handsome young Spaniard of about seventeen years of age with the title of Marquis. This young nobleman was also a deaf-mute and from him the little Isabella learned to converse with her fingers, and subsequently became the constant friend and protector, in her childish way, of her deaf little playmate. Time passed on; the heroine of this sketch grew to be a lovely young lady of the true Moorish type of beauty. Her coal-black hair, beautiful flashing black eyes and clear rich olive complexion became a theme for the poet and the painter in Granada where she resided, after having left school in Madrid. A favorite walk of hers was through the gardens of the Alhambra, where many an hour was

passed chaperoned by some of her family, but generally by her grandmother, then no longer the handsome maid of honor. One day, as the two ladies were walking, in a secluded but most beautifully romantic spot of the garden, they suddenly came upon a gentleman of about 24 years of age of medium height, rather florid complexion, large, soft and

SPEAKING BLUE EYES,

Light auburn hair and delicately-shaped mustache. He was sketching what afterwards became a fine work of art, known as "View of Granada." Upon the approach of the ladies the artist arose and handed to the dazzling young Spanish beauty her handkerchief, which had fallen from her hand. Their eyes met. She passed on and the artist resumed his work. Upon several subsequent days they accidentally met. The artist was less attentive to his work, and a Spanish nobleman who had been a suitor for the hand of the young Senorita received less encouragement. About a month after the first meeting in the garden, while the artist was pacing up and down in his studio, a gentleman friend named De Castillo called upon him. To him the artist unbosomed himself. He declared he could do no more work until he had painted a picture of the lady whose appearance had so strongly affected him. Then taking De Castillo's arm they went out and wandered to the Alhambra Gardens. There he again saw the object of his infatuation. She was conversing in the deaf-mute language with the Spanish Marquis who had taught her the hand manual years back when she was a child. De Castillo, knowing the Marquis, introduced him to the artist, and the Marquis then presented his companions, who were Isabella and her grandmother. Much to Isabella's surprise she discovered that the handsome young artist was a

DEAF-MUTE,

And then she found greater happiness in the use of the deaf-mute language than she had ever before experienced. At his earnest solicitations she sat for a portrait, which she now has in her possession, and though titled suitors sought her hand, and she was even invited to become Maid of Honor to the then reigning Queen, Isabella, she cheerfully renounced all this pomp and brilliancy and bestowed her heart and hand on the deaf-mute American artist, H. Humphrey Moore of California. Mrs. Moore is devoted to her husband and proud of his talents. She is his constant companion in his studio, and day after day, in winter and summer, whatever else may claim her attention, from four to six o'clock she devotes to a study of his canvases and the work of her husband's brush during the day.

The Ohio Institution will perhaps build an ice plant. An appropriation of four thousand dollars has been asked for.—*Illinois Advance.*

A Day at the Perkins School for the Blind.

Written for the SILENT WORKER.

Last month, while on a visit to family friends in Boston, the writer took the opportunity to visit the School for the Blind, and to see Helen Keller and the three other blind and deaf children. Washington's birthday was chosen as the most convenient day for the visit, and we all had seen in the daily paper that they were to have an entertainment both morning and afternoon in order to raise money for the new Kindergarten for the Blind. In order to personally meet these children and talk with them, I took a letter of introduction from your Superintendent to the Director. Mr. Anagnos received us kindly, remembered having met Mr. Jenkins in New York several years previous. We went to a private parlor of the school where we saw the two younger children, Willy Robin and the last one admitted, baby Tommy, with their teachers. The little Robin girl seems quite bright; she has a pleasant, pretty face and has made good progress so far, can say "mamma" and count up to the hundreds. When you talk to these children they feel the mouth and chin, and repeat the words after you. Mr. Jenkins tried the experiment on one of our girls, and she with her eyes shut caught many of the words spoken to her. As the sense of touch is very keen with the blind, perhaps this learning to speak is not such a wonderful, impossible thing as some are inclined to think. The other little one was so busy feeling my friend from head to foot that I had no opportunity of speaking to him. It was now time for the exercises, so we went to the chapel, a well lighted room, having a large organ, and a raised platform at one end. The stage was dressed with evergreens, stuffed animals, birds, etc. The morning part of the exercises had been entirely by the girls; the afternoon part was conducted by the boys. The four periods of the history of this country were represented by the blind in costume—recitation, reading and instrumental music in order. The programme was something like the following:

1. America before Discovery.
Extract from Hiawatha.
2. Period of Discovery and Settlement.
Columbus.
Dutch Settlement.
Landing of the Pilgrims.
3. Revolutionary Period.
Boston Tea Party.
Bunker Hill.
Washington's Farewell Address.
4. Civil War Period.
Emancipation.
Battle Hymn of the Republic.
Lincoln's Second Inaugural Address.

All performed their parts well without any hesitation or embarrassment. After this was over, we adjourned to the gymnasium, where a class of blind girls went through the exercises in perfect time. We were then introduced to Helen Keller and her teacher by Mr. Anagnos. She was much larger than I expected, a well formed girl, with a pleasant face and

sweet expression. Her blindness is very evident. After telling her my name, I added that I, like her, had lost my hearing. Her face lit up and she leaned forward and gave me an affectionate kiss. She asked several questions about the New Jersey School and the deaf children, and when I told her how many we had, she said with a great show of interest, "Are the deaf children there learning to talk?" This seems to be an interesting theme with her, and she does certainly talk very distinctly and understand a good deal of what is said to her by feeling the motions of the lips and chin. I can say nothing of the methods used in teaching her, for we were not in the school room and it being a holiday there were many visitors who wished to see her. She certainly is a bright child, animated and eager to talk and learn. Edith Thomas I only saw a few minutes, as it was time to go. She is quieter in manner than the others, but all demand a great deal of attention from their teachers, whose time is almost wholly given to them. The school is a large building on rising ground, so high that one must ascend three flights of steps, but the trouble is well repaid, for from the top the view is fine. Boston stretching away from below and on one side the Harbor and its many islands. But alas! the beautiful picture spread out, the ships coming and going, the busy city life, the changes of the seasons and atmosphere are lost to the inmates. In the central hall was the largest globe I ever saw, all in relief like the model of North America hung on our chapel wall. The programme was printed in raised letters. In the reception room hung portraits of Dr. Howe. Did you ever hear of him? He was the man who first thought it possible to teach a blind deaf-mute, and to him Laura Bridgeman was sent. He lived a long, good and useful life and died a few years ago. Do you wish to know more about him, then go to the library and ask for the life of Laura Bridgeman. Also read the poem, "The Hero," by Whittier and Dr. Holmes' beautiful memorial of him:

"He touched the eyelids of the blind
And lo! the veil withdrawn,
As o'er the midnight of the mind
He led the tracks of dawn."

The present Director is a son-in-law of Dr. Howe, and from the kind way in which he let the little blind-deaf children hang around him, kiss and hug him, it struck me he must be very kind hearted too. We shall not soon forget the interesting day spent in South Boston.

I. V. J.

Thomas Landseer, the brother of the famous animal painter, was perfectly deaf during the past years of his life. When his brother Edwin was at one time traveling abroad, some one remonstrated with him for not writing to his brother as he had promised.

"What's the use?" was the reply.
"He's too deaf to hear from us."
—*Youth's Companion.*

The Silent Worker.

PUBLISHED EVERY MONTH

AT THE

New Jersey School for Deaf-Mutes.

All contributions must be accompanied with the name and address of the writer, not necessarily for publication, but as a guarantee of good faith.

TRENTON, MARCH 31, 1892.

WITH this issue of the SILENT WORKER, we send out sample copies of the other little sheets printed in this office—the *Daily Bulletin* and the *Printer's Apprentice*. The ordinary edition of the *Bulletin* is printed on light paper with a cheaper grade of ink, not altogether from motives of economy, but also to give the pupils practice in this kind of work. The Saturday edition is printed as a tiny four-page sheet on finer paper, with better ink, introducing also some varieties of work that we do not use elsewhere. The same edition contains a story or stories, in very simple language for our younger pupils to read in the abundant leisure of the Saturday and Sunday intermission of school. The *Printer's Apprentice* is in the same form as the Saturday *Bulletin*, and is edited by the instructor in printing. It contains technical information and advice in regard to printing. The *Bulletin* is edited and the mechanical execution is directed by the pupils, taking the duty in rotation. Hence occasional errors will be pardoned. We have no paper-cutter, and no place to put one if we had, so the paper sheet of all the issues up to date have been cut by hand and, of course, show the fact by their appearance, but if our work is not that of the Riverside Press, for instance, the boys are learning, and that is "what we are here for."

THE Legislature which closed its session on Friday, March 11th, like all previous ones which have been asked to do anything for our school, showed a warm interest in the work of teaching the deaf. Two bills in the interest of the school were passed, one giving the Board power to extend the term of any pupil in whose case it may seem desirable by adding three years to the eight previously allowed by law, and the other providing that the necessary repairs and similar incidental expenses shall be paid from the School Fund, not to exceed four thousand dollars in any one year. Both these measures are useful and will add to the efficiency of the school. It is true that there are still some pressing needs to be met, especially that of an extension of the buildings to give room for a hospital and for classrooms and workshops. But by making the most of the room we have, we shall manage to get along for the present, and we must hope that the

additional quarters needed will be provided at an early day. The Legislative Committee showed themselves true friends of the deaf, and we shall count on their assistance in the future as in the past.

Note.

Since this report was printed I have received evidence through the *Goodson Gazette* of Staunton, Va., that the story by Helen Keller entitled "Frost King" is an adaptation, if not a reproduction of "Frost Fairies," which occurs in a little volume, "Birdie and his Fairy Friends," by Margaret T. Canby, published in 1873. I have made careful inquiry of her parents, her teacher and those who are accustomed to converse with her, and have ascertained, that Mrs. Sophia C. Hopkins had the volume in her possession in 1888 when Helen and her teacher were visiting her at her home in Brewster, Mass. In the month of August of that year the state of Miss Sullivan's health was such as to render it necessary for her to be away from her pupil for a while in search of rest. During the time of this separation, Helen was left in charge of Mrs. Hopkins, who often entertained her by reading to her, and, though Mrs. Hopkins does not recollect this particular story, I presume it was included among the selections. No one can regret the mistake more than I.

M. ANAGNOS.

WE have avoided saying anything about the story "King Frost" and the charges of disingenuousness made in some quarters against Helen Keller's teacher. We felt sure that there was a satisfactory explanation to be given although there could be no doubt that the story was written by Helen from recollection and was not, as at first represented, original with her. Still, it seemed to us incredible, quite apart from any consideration of the character of the lady, that any one who had the ability to achieve such marvellous success as has been reached in Helen's case, should be so foolish as to imperil her justly earned reputation by entering on a course of deception which was sure to be detected sooner or later. We are very glad to publish the above clear and satisfactory explanation by the Superintendent of the Perkins Institute which entirely acquits every one having charge of Helen's education from any suspicion of deceptive dealing in the case.

MR. WRIGHT, our former steward, is now in charge of the large storage-warehouse and commission business formerly carried on by the Cook Warehouse Co. This winter Mr. Wright put away about 28000 barrels of apples and he has just taken them out of store and put them on the market. He remembers his old friends here and sent them a barrel of fine apples to be divided among the boys and girls. The fruit was in perfect condition even at this late season and was fully enjoyed. Our thanks to the Sheriff and long may he flourish.

A FRIEND has handed us a copy of the *Helping Hand*, which we admire very much for both its object and general appearance. It is set up and printed by the inmates of the Orphan's Home, Brooklyn, N. Y., and is issued monthly. It contains eight pages for which a subscription price of fifty cents per year is charged.

INSTITUTION REPORTS.

Reports of Different Institutions Briefly Reviewed for the "Silent Worker."

The Report of the South Carolina Institution for the Deaf and Dumb and the Blind shows an enrolment of 133 pupils—91 deaf and 42 blind. It has for frontispiece a wood-cut of the institution which is a three story building, spacious and dignified in appearance. Electric lights are to be introduced if the money is forthcoming.

* *

The Northern New York Institution, at Malone, sends out a handsomely printed report of 53 pages, with a fine wood-cut of the building. We can not judge, without a ground plan, of the convenience and roominess of the edifice, but in external appearance we think it the finest of any of the smaller buildings of the kind we have seen. The school seems to be successful, and, no doubt gathers in many pupils from that part of the State who would never go to the more centrally located institutions.

* *

The Report of the Perkins Institution and Massachusetts School for the Blind is unique among school reports. In the first place it is the biggest of its kind, making a volume of over 400 pages. In the second place, it not only has four times as many pages as any other report, but each page is four times as interesting. Just imagine a Pub. Doc., printed by the State Printer, that you would take to the country with you to read in your midsummer vacation! The most of the book is taken up with an account of Helen Keller and the other deaf and blind girls in the institution. Founded by Dr. S. G. Howe and now under the charge of his friend and disciple Mr. Anagnos, the Perkins Institution stands now, as it always has stood, an example of the most energetic and most skilful work performed in the spirit of love and untiring patience. In one respect the Perkins Institution has an advantage over many others. The most prominent people in the city and State visit it frequently and show in many ways their interest in the pupils and in the work that is done for them. We wish it might be so with every school for the unfortunate classes deprived of one of their senses.

* *

The School for the Deaf in Utah is a department of the University of Deseret, which has its headquarters at Salt Lake City. The school at present occupies a building erected especially for it in that city and only recently completed, but it has been decided to take this building for another department of the university and to move the school out into the country. The attendance has risen during the year from 35 to 44, and the principal expects to have 75 pupils in the course of another year. There is no school for the blind in Utah, and the recommendation is made that such a school be established in connection with the School for the Deaf.

* *

The Industrial School for Girls at Trenton is one of the most successful of the public institutions in the State. Girls convicted of petty offences, or who are too wayward to be controlled at home are placed there, under judicious discipline, taught

the branches of a common school education and of domestic work, and when they leave usually find places where they can be useful to themselves and to others.

* *

The Report of the Rhode Island School for the Deaf shows 40 pupils in attendance, December 31st, 1891. The Institution is to have a building of its own soon, and the Board mean to have it as nearly perfect as they can get it.

* *

The Report of the Pennsylvania Institution for the year ending September 30th, 1891, is a handsome pamphlet of eighty pages, and is issued from the Institution printing office. The total enrolment for the year was 490 pupils. An interesting feature is the definition in the brief report of the Board, of the objects aimed at in the planning of their new building at Mount Airy, which are to be occupied next year. Their construction marks a new department in the architecture of institutions for the deaf. The Principal's Report with that of his assistants gives a valuable outline of the educational work of the institution. The industrial departments show great efficiency, a number of prizes are awarded in this department as in the literary classes. We note that a dentist is regularly employed to care for the teeth of the pupils. A regular weekly bill of fare for the pupils is printed in the report. On the whole the school is apparently highly successful in every respect.

Impressions of Color Connected with Hearing and Tasting.

OF the different curious phenomena which every physician may be called on to observe in nervous or degenerated patients, the aberrations of the senses of hearing and taste have a peculiar interest. M. Paul Sollier related in one of the last meetings of the Societe de Biologie de Paris the case of a hypochondriac patient with whom the only two interesting phenomena were the impressions of color which he had always connected with his sense of hearing, and similar impressions connected with his sense of taste, which seem only to have appeared since his hypochondriacal state began.

As regards his sense of hearing, the phenomenon was somewhat peculiar as it was only connected with the voice when singing. Spelling, speech musical sounds produced no sensation of color; on the other hand, singing produced immediately a feeling of color, which remained in his mind and was always connected with it. The patient was very fond of music, and attributed to the voice of every celebrated singer he had heard special color, and even very delicate shades of color. Thus he would call the voice of this or that singer scarlet red, pale blue, sea green and many other varieties of color. The sensation of color connected with his sense of taste was only developed for certain kinds of taste. On account of his hypochondriac condition he imagined that he could not taste the food that he was eating, but only distinguished the different articles of food by the impression of color they produced on him. Thus one dish would seem to him violet, whereas another appeared green. I shall not attempt to give an explanation of these phenomena, as an explanation has still to be found.—*Paris Physician.*

CONTRIBUTED BY PUPILS.

Matters Interesting to Them
Written for the Silent
Worker.

H. S.

Bertha Freeman had a birthday, so Emma Beesley and Hattie Dixon and Sadie Cassidy went to the city last Saturday and Emma bought Bertha Freeman a new necktie. It was very pretty, and I saw it. I will give Bertha Freeman some candies in a box and I told Emma to buy the box. I think Bertha will be very much surprised at the box, and we will be glad to hear from her.

CAMDEN.

Bessie Sutphin received a letter from her father and she went home last Friday. She lives in Flemington. I have never seen Flemington. I think she likes it. Her sister made ice cream. She gave Bessie some fruits and she ate them. She liked them. She enjoyed playing in the snow last Sunday. She jumped rope at home. She has a little sister at home. Her name is Annie, and they enjoy playing together.

"VANITY PUFF."

Last week there was a big blizzard out west. The paper said we would get part of it, now we are having our share and we were surprised to see the snow coming in the Spring. This is the first month of Spring, but the snow was rude to the Spring and we are disappointed. The flowers must wait a little longer, or the cold will freeze them to death. The rough wind will spoil the pretty crocuses and tulips. I thought the winter was going away, but he wanted to come back and tease the Spring.

ESQUIMAUX.

Last January, Miss Snowden's sister taught Katie Ehrlich and me our history. She told us a story about the minute men. They were called minute men, because they were ready to fight at any minute. They were very useful, because they were always ready. They were very brave men. They fought in the war of the Revolution. The Revolution began in 1775 and ended in 1781. We fought the English, because they were unjust to us. They wanted to tax us. We wanted to beat them and we did.

R. S.

Mary Springsteen gave me a wedding-card and I gave it to my teacher yesterday. Mr. Hannold came to see her and she was glad to see him. Mary Springsteen will allow us to see her wedding dress before she goes away. She will be married at her home in the country and she will live in Philadelphia. I will miss her. She will resign from the school and she will never come to school again. I don't know when she will be married. A group of the girls will be sorry that she will marry and they will miss her. Mary will go home on Wednesday, and I think perhaps Victoria Hunter will mend the clothes and Victoria will be severe to the other girls if they make mistakes.

TOMMY TAGGART.

Four weeks from Sunday will be Easter, and I will go home on Thursday, April 14th. Then on Good Friday I think I will go to Brooklyn, because I want to cross the Brooklyn Bridge. My cousin is very kind to me, and she says in summer she will come to my home, and stay there some days. I love

her very much. I have visited her many times and she gives me peaches, when I go there, and I would like to go there in Summer. She has three peach trees. I want to stay home until June. I love home, because I have a good time and here it makes me dull. I have no bread to eat when it is afternoon; and at home my mother gives me a piece of cake, and I love it very much. There are some girls sick with the mumps, and Mr. Jenkins had to find a lady to take care of them. Her name is Mrs. Matthews and she is here taking care of the sick. She will receive money for taking care of them, and she will go home when all the girls get well. Cora Cavenner has the mumps, and she is well now. This noon she came down stairs and had her dinner.

PHILADELPHIA.

I will tell you about the Chinese and Japanese. The Chinese belong to the yellow race and they live in Asia and California. The ladies wear shoes about three inches long. It is a strange custom. The Japanese and Chinese are quite intelligent. Their furniture is mostly made of bamboo. Some dishes are very fine and they are as thin as an egg shell. The Chinese shave their heads leaving enough hair for a long braid called a cue. They have no Sabbath. The Japanese children are as fond of play as the girls and boys in America, and have many games. The women smoke and the men fan themselves. They drink tea and the maid holds the tray of sweet meats. The Chinese wear loose sacks and they wear wooden shoes turned up at the toes. The Chinese and Japanese have very long finger nails and they are very fashionable. I was very much surprised that bird-nests are used for soup and they are not made of straw. In the United States the people do not eat bird's nest in their soup. The Chinese also eat deer's sinew, duck's tongues, and they are strange. It is curious that the Chinese child is sent to school at an early age and always taught the same way. When they recite they turn their backs to their teachers, sway their bodies to and fro and yell their lessons. The Chinese eat with chop-sticks instead of knives and forks. We dress in black for mourning but they dress in white. I hope you would like to read about them. Last August I went to Coney Island and I saw a Japanese for the first time. Have you ever seen them?

EMMA BEESLEY.

Oh! my papa and I will travel to Bridgeport, Conn., to visit my relations. We will have to see my aunt and cousins early next summer. I desire to remain there from July until September. I have never seen them but once. I acknowledge they are in the country and I enjoy it so much. Perhaps I will buy a new large round hat and play with my cousin in the country. I will gather some fruits and wild flowers in the country. I will surely get myself awful fat. I suppose I will have lots of fun. My cousins will take me in a sail boat and I will enjoy it. We will be by ourselves in the boat, and I will throw the water in their faces. I always want to see them and I could not help it. Of course I often write to my cousins and I always have answers from them and I feel happy to read the news. They will enjoy seeing me again. Bertha Freeman does not want me to

be away many months, but I cannot help it. I will try to remain with her in the summer and her family like to have me stay there. Perhaps I will do so. I will be very sorry to leave her.

School Notes.

Misses Mickle and Spanton think of entering the preparatory class at Washington College next summer. They are studying hard.

....

Those who were invited to the Eureka Club Leap Year Party enjoyed the affair very much, and congratulate the girls on its success.

....

Hereafter the names of all the deaf children in the State will be taken every year, and a list of them will be kept by the County School Superintendents, and also at the State House.

....

Mrs. Jenkins spent part of February in Boston and New Haven. She visited the Perkins Institution for the Blind in the former city and saw the four deaf, dumb and blind children now obtaining an education there.

....

Several of our teachers and officers went to hear the Rutgers College Glee Club at the Opera House, also the Damrosch Concert, and some went off to Philadelphia Thursday afternoon to hear the great Paderewski play.

....

Early in March, the boys had the base-ball fever badly. They went to work and got their diamond ready. The very next day the Blizzard came along and undid all of their careful preparations. Patience, boys, the less haste the least waste.

....

One of our pupils lost a gold watch on the corner of State and Broad Streets. She advertised in the next days paper and very soon her watch was returned by two little boys who picked it up on the sidewalk. They went home happy with a reward.

....

Mr. Jenkins attended the meeting of the State Charities' Aid Association at the Board of Trade Rooms on March 3rd. The next day, Mrs. Williamson, the well-known Secretary, visited the school as his guest, and spent a pleasant afternoon going through the class rooms and shops.

....

The teachers are earnestly requested to contribute short and simple stories for the Saturday edition of the *Daily Bulletin*, and to look up poetry and easy verse for the same valued periodical. The children will read these papers if made attractive enough and their reading must prove a help.

....

The boys in the cabinet shop are now making a model of an extension table 18x36 in., of quartered oak. When finished, the girls will make a table-cloth and napkins for it, and a full set of dishes will be supplied. It will be used in the younger classes to teach language from, and at the same time to furnish amusement.

....

Miss Mary Springsteen resigned her position as seamstress on the 15th of March. As the wedding cards are out we betray no confidence in saying that the groom's name is Spencer Hannold, and that the happy event comes off on the 20th of April.

Mary has been here six years as a pupil and three as a seamstress. We wish her health and happiness in her new life.

....

Mr. Crosby, one of our former Trustees, keeps up his interest in this school. When he sees in a paper any thing about the Deaf, he marks it and sends it to Mr. Jenkins. Last week he sent an article in which a worried railroad conductor talks about the love of the deaf for the track as a promenade. Alas! it is to true, many of the deaf seem to love to go in the most dangerous of highways. Why? We can't explain.

Warren County Items.

John Schults, of Oxford township, will be ninety-three years old on the 29th of this month. He enjoys excellent health and his step is as firm and lively as most men at sixty-five.

Mrs. Ellen Milroy, an aunt of Mr. Burd who also lives in Oxford township, will be one hundred years old next August. She is in good health and walks around the house as well as any one.

Hon. Isaac Wildrick died at Blairs-town, Warren County, on the 21st of the present month, at the age of eighty-nine. He was one of twin brothers and, what is very curious, they married twin sisters. They both lived, with their families, in the old homestead. Mr. Wildrick was first elected to office in 1827. He was elected to Congress in 1848. He was in the State Legislature in 1884, and 1885. We remember that he came out here one bitter cold day without an overcoat on. He was very active and hardy.

Hon. John I. Blair, also of Blairs-town, is ninety years old. He is strong and active and often travels as far west as Minneapolis and Kansas City. He lately bought a railroad about one hundred miles long. He is believed to be worth about forty million dollars.

These items show that many Warren County people are very old and some of them are very rich. Give us the money, please, and let somebody else have the old age.

Too Early.

The Association for Promoting Speech Among the Deaf is to meet at Crosbyside, Lake George, on the 22d of June, holding until the 1st of July. We think the time unfortunate, as many of our schools do not close until the 22d, and even teachers whose terms is finished would like to have a few days to rest before plunging into another week of hard work. We hope the committee will reconsider the matter and will make the convention a week later.

The Bill Signed.

Governor Abbot has signed Senate Bill No. 113, which empowers the Board of Education to add three years to the term of such pupils as it may select, thus giving these selected pupils eleven years in all. This power will probably be used only in exceptional cases.

She Loved Her Book.

Sometime ago, Mrs. Bice was here and told this story about her little deaf daughter Reno. Her father was saying grace at the breakfast table, and Reno bent her head and said: "I love brother; I love mother; I love book." The parents were very much affected. They felt like thanking God for making the dumb to speak.

Teaching the Deaf.

To-day Professor Wilkinson, the president of the California Institute for the Deaf and Dumb and Blind, leaves Paris for Rome on a pleasant journey which will take him through Bordeaux, along the Riviera coast, skirting the Gulf of Genoa, and so on up North again. The professor has been conducting an inquiry during the past few weeks as to the conditions of education of the deaf and dumb in this country and in England. Yesterday, he was seen and asked what had been the result of his experiences in the matter, and as to whether he would be likely to take back with him any improved ideas from the systems adopted here. He replied that he was in the highest degree unwilling to hurt the feelings of anyone here, but upon being pressed he admitted that his quest had been almost in vain.

AMERICA'S IMPROVED SYSTEM.

He said that Americans had taken their system from that founded by the famous Abbe de l'Epee, who had founded the deaf-mute national schools here: but that the Americans had taken that system and improved upon it, and that they were now in the possession of the best methods, in his opinion. He said:—"The Abbe de l'Epee was on the philosophic side of deaf-mute instruction, that is to say, he held that it made no difference what you made the symbol or sign of an idea, provided you and the person you were in communication with agreed upon it. For instance, if you make the sign 'to think' or were to speak the word 'think,' provided you and I agree that symbol means to think, we cannot fail to understand one another."

"Heinecke, on the other hand, took the ground that there could be no mental development without speech. This is obviously absurd. He spent all his strength in developing an artificial speech, although having the ear as the model of learning it. The French method obtained almost universal recognition, except in Germany, and even in that country it was partially adopted."

"In America we have adopted what is known as the 'combined system,' where the signs and the manual alphabet are used as the means of instruction. In fact, I might say that the oral system is used as a stepping-stone to articulation, which is the higher branch of education. The pupils go into special schools to be taught what is called 'speech,' to read the lips and to utter sound."

"But can they utter sounds intelligible to one another?"

"Oh, certainly. This is what bears out the Abbe's theory. It does not follow because people do not speak what you understand that they do not understand one another. My visit has been undertaken mainly to see whether the same intellectual result is obtained in Europe by the oral methods as that obtained in the United States by the combined system where articulation is taught as an accomplishment. So far, I have not found that Europe is up to the American standard in the intellectual results obtained in the education of the deaf."

"Up to the present, I have only spent a month in England, and as this was during the vacation time, I have not had an opportunity of exhaustively judging as to the progress made there. I purpose re-

turning there in May and remaining there at least two months. I shall then get a better opportunity of judging the various schools. I shall also spend a month more in the French schools on my return from Italy."

"I must, by the way, tell you of two striking instances of pupils from the California Institute. One is that of Helen Keller, of Georgia, the daughter of a retired officer of the Confederate Army, who is, I believe, a wealthy man."

"She is a miracle of deaf and blind genius. She was put under private instruction at six years old, and after three years at the Institute she used language better than any child there, knowing all the signs perfectly. I consider her one of the wonders of America. You would not believe it if you were to see the letters she wrote last year at ten years of age, their literary perfection is such. She is now learning to speak, and overcomes all impediments without any apparent difficulty."

"California has always been very generous to the deaf and blind and means to keep our institution in the front rank of establishments of that kind. This is the reason of my being sent abroad to see if there is anything in European kindred institutions which we have yet to learn or which it would be desirable to adopt in California. The special object of my visit has been to see the results of the oral method as practised in many schools in Europe."

"Let me add the public education of the deaf and the blind in Europe bears one striking contrast to that prevalent in America. In Europe it seems to be looked upon as a sort of charity. This applies even to England. In America it is a part of the public school system, which is never regarded as a charity. The whole point of difference lies in the fact that we desire to make a man of those who are educated in public institutions, while in Europe it seems they desire to make a mechanic of him.—*Paris Ed. N. Y. Herald.*

The Boy We Like.

A JOLLY boy.

A boy full of vim.

A boy who scorns a lie.

A boy who will never smoke.

A boy with some "stick to it."

A boy who takes to the bathtub.

A boy who is proud of his big sister.

A boy who thinks hard work no disgrace.

A boy who does chores without grumbling.

A boy who believes that an education is worth while.

A boy who plays with all his might—during playing hours.

A boy who listens not to unclean stories from any one.

A boy who thinks his mother above all mothers is the model.

A boy who does not know more than all the rest of the house.

A boy who does not think it inconsistent to mix playing and praying.

A boy who does not wait to be called a second time in the morning.—*Ex.*

People seem not to see that their opinion of the world is a confession of character.—*Emerson.*

We find in Life exactly what we put in it.—*Emerson.*

Deaf-Mutes in Government Positions.

NEW RICHMOND WIS., Jan. 19.—A few weeks ago, I saw in your excellent paper that two deaf-mutes who got positions in the railway mail service had passed the examination and this week, I also saw in your last issue that another deaf gentleman is employed in customs service.

A few weeks ago I made an application to the secretary of the Board of Examination, at the Post Office, St. Paul, Minn. But he said the Civil Service law requires that there should be no defect in speech or hearing. He was therefore unable to accept my application. I can't understand why the officials allow these gentlemen to enter the service.

Please answer my question through your valuable paper. How did these deaf gentlemen pass examination in spite of the law. ALFRED CASHMAN.

In answer to the above we will say that Messrs. A. C. Doe and W. A. Tilley, both deaf-mutes, are running on different cars in the United States mail service from San Francisco, Cal., to Ogden, Utah and back. Mr. Doe has been in the service for over fifteen years. He first began as a letter distributor in the San Francisco post-office. He secured the position through a political friend. A few years ago he was examined and found competent to go on the railway service, which position he also secured through influential friends. We do not know how Mr. Tilley secured his position. In Indiana there are two mutes who will be examined in the spring for the railway mail service. Should they pass their examinations satisfactorily, they will be put on some routes. We believe that some influential friends are backing them. Another mute is said to be running on the mail service out of New York City. There are four mutes in the Chicago post-office as letter distributors. John Townsend was a full fledged post-master in the town where he lived in Indiana, for many years before he died. He was recommended for the position by his friends. There are several mutes who are department clerks in Washington, D. C. They secured the positions through friends in Congress. Charles Steinwenter, a mute, is going to be a candidate for county recorder in Indianapolis, Ind. Some others are deputy recorders and clerks. D. C. French was once deputy recorder, and he was copying clerk in the United States Surveyor's office in Cheyenne, Wyoming. This position was secured for him by influential friends who secured it through President Arthur. His work in this office gave perfect satisfaction as he was retained in it until change of Presidents. After receiving proper training we believe deaf-mutes are competent to manage such business instructed to them, and when once fully qualified it will be a guarantee that they can carry it out to the satisfaction of their superior. There may be some red tape rules in the mail service which must be satisfied or overcome before one can secure a position in it.

Now Alfred, we advise you to see some of your most influential friends, and ask them to secure such a position for you as you desire. Probably you would have to take an apprenticeship in the post-office as mail distributor, and gradually rise up to secure a position in the railway mail service.—*D. M. Critic.*

An Amusing Mistake.

A certain item has been going the rounds of two cattle cars having been gotten in readiness for some 40 mutes, on account of the neglect of the tele-

graph operator to cross his "t." Several years ago one of our teachers was in charge of the pupils going home to the northern part of the State. Among his party was a little colored boy, who curled himself upon a seat and was overlooked in changing cars. The teacher sent word ahead about him but the telegraph operator made the inquiry read, "Have you seen Mr. Tate's colored mule?" That puzzled the railroad men considerably.—*Miss. Record.*

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THE NEW JERSEY SCHOOL FOR Deaf-Mutes, established by act approved March 31st, 1882, offers its advantages on the following conditions: The candidate must be a resident of the State, not less than eight nor more than twenty-one years of age, deaf, and of sufficient physical health and intellectual capacity to profit by the instruction afforded. The person making application for the admission of a child as a pupil is required to fill out a blank form, furnished for the purpose, giving necessary information in regard to the case. The application must be accompanied by a certificate from a county judge or county clerk of the county, or the chosen freeholder or township clerk of the township, or the mayor of the city, where the applicant resides, also by a certificate from two freeholders of the county. These certificates are printed on the same sheet with the forms of application, and are accompanied by full directions for filling them out. Blank forms of application, and any desired information in regard to the school, may be obtained by writing to the following address:

Weston Jenkins, A. M.,

Trenton, N. J.

Superintendent.